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ABSTRACT

The proceedings of the first annual convention of the National Association for the Advancement of Black Americans held in Dallas, Texas, March 2-4, 1978, are presented. The conference theme was "Addressing the Critical Issues in Vocational Education for Black Americans." Included in this document are edited speeches and/or opening remarks by the following individuals: Alan Sheppard, Shirley Chisholm, Angie Grace, Harland Randolph, Charles Nichols, Benjamin Whitter, Addison Hobbs, and Ernest Green. The appendices include the conference evaluation report, conference program agenda, and the names and addresses of the conference participants. (JH)

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FIRST ANNUAL CONVENTION
of the
NATIONAL ASSOCIATION FOR THE ADVANCEMENT OF
BLACK AMERICANS IN VOCATIONAL EDUCATION

PROCEEDINGS

March 2 - 4, 1978

Sheraton Dallas Hotel
Dallas, Texas

Edited by
William C. Young

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

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June 1978

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INTRODUCTION TO THE CONFERENCE PROCEEDINGS

by

WILLIAM C. YOUNG

The National Association for the Advancement of Black Americans in Vocational Education (NAABAVE) held its first Annual Convention in Dallas, Texas March 2-4, 1978 only ten months after the date of its founding. This is an accomplishment probably unprecedented in the annals of national organizations and one that the founders can justly be proud. I know I am proud to be among that group. However, the rapidity with which the organization became operational is paled by the urgency to get on with the task of finding solutions to the problems the organization is committed to solve. These problems are related to the inadequate participation of Black Americans in the substantive and critical areas of vocational, (technical and manpower) education.

To solve these problems, we believe that (1) we need to know the extent of the inadequacy of the participation, (2) we need to find ways to recruit and retain our people in vocational education, including a career information exchange system, (3) we need to develop a research capability in order to obtain more valid and reliable information which can be used to more positively influence those who allocate funds at the local, state or federal level, and (5) we need to participate in the effort to improve the overall image of vocational, (technical and manpower) education. We have our work cut out for us, but we have already begun the task.

The Proceedings which follow, with one or two exceptions, are taken from

transcription of the tapes. Mr. Elton Thomas of the Texas Advisory Council on Technical-Vocational Education assumed responsibility for recording each session. We sincerely thank Mr. Thomas and those who worked with him for a job well done. We also express appreciation to Susan Webster who transcribed the tapes and to Delores Hart and Rosedale Knott who typed the many drafts of the manuscripts.

In all cases, unless we had a printed copy of a presentation, what appears in print is an edited version of the presentation. It was necessary to publish an edited version, because of the necessity of deleting extemporaneous remarks. Also, in some cases part of the presentation was missing from the tape or was inaudible. The editor accepts full responsibility for any shortcomings in these Proceedings, although extreme care was taken to record and transcribe the conference verbatim.

Next, I want to apologize to Dr. Charles H. Buzzell, Dr. Gordon Swanson and Mr. Alvin D. Moore, because their opening presentations were not recorded. They, along with Dr. Addison Hobbs, constituted the panel which "Faced the People." Since Dr. Hobbs supplied a printed copy of his remarks, we are including those in the Proceedings. Again, we regret that we could not record the wisdom of the other panel participants.

The theme of the convention was "Addressing the Critical Issues in Vocational Education for Black Americans." All participants agreed that the most critical issue facing Black Americans is the high rate of unemployment among Black people, in general, and Black youth in particular.

Congresswoman Shirley Chisholm postulated one of the possible causes when she indicated that a large number of Black people have migrated to the cities while the jobs have migrated to the increasingly white suburbs. Assistant Secretary of Labor Ernest Green confirmed this suspicion when he said, "Let's face it: There is still a disproportionate concentration of Black American in both urban and rural poverty. Many jobs, from assembly lines to corner groceries, are leaving the inner cities for the suburbs." While it is true that many jobs have migrated to the suburbs, two other factors -- inadequate training and discriminatory hiring practices -- are just as pervasive. NAABAVE has chosen to work directly to overcome the problem of inadequate training, but must work indirectly to overcome the problems of job isolation and employment discrimination since the solution to these problems rest with individuals, economic institutions and the government over which we have only indirect influence, but no control. Let it be known though, that we are committed to total victory in all of these areas.

Our President, Alan Sheppard set the stage for NAABAVE when he proposed the question, "What is NAABAVE?" He answered, "It is a unified voice for Black Americans in vocational education. It is an organization consisting of persons who are sensitive, compassionate and committed to increasing the participation of Blacks and other ethnic minorities at all levels in the broad field of vocational-technical education. It is a professional based association concerned with problems idiosyncratic and/or unique to Blacks, in particular, and other ethnic minorities, in general, in vocational education; and finally, it is an advocacy organization -- this it must be -- IT HAS NO CHOICE."

There is no doubt that many people believe that NAABAVE is filling a very real need. President Sheppard sounded the clarion call when he said that the event which initiated this association, "... brought tears of joy to those who have for years felt that the time had arrived for Black people to get off the sidelines of vocational education, and get into the game as a potent and organized group, to better shape the destiny as well as the direction of future vocational education policy and legislation." Assistant Secretary Green added, "This organization is filling a very real need ..." He pointed out the institutions with which we ought to be involved and then admonished us to, "... breathe new life into coalition politics..." because, he concluded, "Only thus can we maintain the pressure which will enable (force) this administration (any administration) to live up to its commitments." Congresswoman Chisholm not only expressed the importance of this organization, but predicted what we would say when confronted with our grave task. She said that, "... there will be wailing and gnashing of teeth ..." when she proposes to us what we should do. She said that we would say, "But Mrs. Chisholm we are so few, so powerless! What can we do?" "Well Black folks never did have a full plate when the power was dished out. We have had to make up for it by organization and sheer force of will." She admonished us to use our letter head to an advantage. She said, "One of the advantages of a letterhead is that you can't be singled out when you criticize the number of minority vocational education professionals, federal regs, enforcement policies, or the way the state plan has been developed. You can speak up, but be protected by your group membership. You need to write letters to Secretary Califano, Chairman Perkins, and Williams, and plant a few stories in the press."

She continued, "Sometimes your position will be vulnerable. There are after all only a handful of Black professionals in key policy positions in vocational education, but you do have a number of natural allies. If you are not in a position to lead the charge, you can do what's called 'over the transom work' and see to it that local chapters of the NAACP, Urban League, CORE and locally based community groups take to the streets and the airways on your behalf."

Mrs. Chisholm also supported the practice of coalition building and gave us an example of how she had worked with a conservative colleague to get a task done. She admonished us to, "... seek the unlikely ally. Go to a conservative elected official, the biggest often feisty blokes who are used to getting their own way and that will help to cut through a lot of red tape in a hurry." There are some indications in this convention that we have learned that lesson, but I leave it to the erudition of the readers of these Proceedings to discern that we have indeed learned it.

So, with that, I urge you to devour the morsels of wisdom contained in these Proceedings of the First Annual Convention of the National Association for the Advancement of Black Americans in Vocational Education.

William C. Young
Assistant to the Deputy Commissioner
for Occupational and Adult Education
U.S. Office of Education
Washington, D. C.

June 1978

OPENING REMARKS AT FIRST GENERAL SESSION

BY

N. ALAN SHEPPARD
PRESIDENT, NAABAVE

Less than one year ago, with the assistance of a one year grant from USOE, a very significant event took place -- this event, which has become known as the Blacksburg Conference, brought tears of joy to those of us who have for years felt that the time had arrived for Black people to get off the sidelines of vocational education and get into the game, as a potent and organized group, to better shape our own destiny as well as the direction of future vocational education policy and legislation.

The Blacksburg Conference was marvelously spectacular. It was an experience deep in the heart of mountainous Southwest Virginia that will linger forever in the memories of those who attended. And Virginia Tech, the predominantly white student land grant university, had never witnessed such an extravaganza. As a matter of fact, they're still talking about the "Blacksburg Conference" and the positive impact it had on that university.

There was a clear cut mandate in the many resolutions which were passed at that Conference and in the large number of requests that came to me and the project or conference staff that what was begun -- what was conceptualized -- what had been started -- NOT DIE.

Consequently, moving with tremendous rapidity to take advantage of the enormous enthusiasm and intensity of commitment, a small group of individuals

who demonstrated their commitment to greater Black involvement in vocational education -- both through their participation in the Blacksburg Conference and their outstanding track records in vocational education -- were convened to develop and design a vehicle that would carry forth the agenda for Black Americans. This vehicle which was conceived in the fertile minds of those individuals became known as the National Association for the Advancement of Black Americans in Vocational Education (NAABAVE).

What is NAABAVE? It is a unified voice for Black Americans in vocational education. It is an organization consisting of persons who are sensitive, compassionate and committed to increasing the participation of Blacks and other ethnic minorities at all levels in the broad field of vocational-technical education. It is a professionally based association concerned with problems idiosyncratic and/or unique to Blacks, in particular, and, other ethnic minorities, in general, in vocational education; and finally, it is an advocacy organization -- this it must be -- it has no choice.

As president, I am committed to the belief that Black Americans, individually and through an organizational structure such as NAABAVE, now have the potential, and without a doubt, the expertise to develop a reservoir of data, research strategies, political connections, net works and "person" power that is ripe for collective sharing amongst ourselves and to a broader audience.

It is my hope that this meeting will provide greater input from the total NAABAVE membership that will result in greater specificity of the organization's goals, objectives, mission and strategies for achieving desired

outcomes.

To carry out the work of this organization, I appoint the following committee chairpersons:

COMMITTEES AND CHAIRPERSONS

A. STANDING

- | | | |
|----|-----------------------------------|-----------------------------------|
| 1. | Nominating Committee | Ira Hicks |
| 2. | Auditing Committee | Oscar Henderson |
| 3. | Program Committee* | Theressa Sams and
Ferman Moody |
| 4. | Memberhisp Committee | Ethel Washington |
| 5. | Public Relations
Committee | Rayford Harris |
| 6. | Constitution/By-Laws
Committee | Charles Nichols |

B. AD HOC

- | | | |
|----|---|-----------------|
| 1. | Committee on Job Informa-
tion Services | Wilton Greene |
| 2. | Committee on Legisla-
tion and Advocacy | Barbara Simmons |
| 3. | Committee on Research,
Development and Funding | Dave Gifford |
| 4. | Committee on Organiza-
tional Relations | Laurabeth Hicks |

C. TASK FORCES

Task Force on Sex Equity Marie Tarbell

* General Program Chairperson (Angie Grace -- Vice-President of NAABAVE)

VOCATIONAL EDUCATION

BY

CONGRESSWOMAN SHIRLEY CHISHOLM

I am delighted to be here on this auspicious occasion. The development of this organization has been a long time coming and the need for it is enormous.

As you know, I served the bulk of my congressional career as a member of the education and labor committee. Because of this, I have an intimate knowledge of legislation relating to elementary and secondary education, higher education, minimum wage, CETA and vocational education. But more important than that, I represent a poor inner city district and that experience provides a daily lesson of what it means to be Black, poor, young and without hope.

The problems you are going to face are enormous. Some relate to the difficulties within the American education system in general. Others to the classic battle between proponents of vocational education and those who support the traditional academic curriculum. Finally, there are the specific problems of minority vocational students. To further complicate matters all of these are interrelated with the struggle for economic justice for black people.

Today, everyone from the Black caucus, to the president, to U.S. News and World Report is concerned about Black teenage unemployment. While the status of Blacks in the economy has never been good the problems of Black youth have become steadily worse for the last 30 years. In 1955 some 1.5% of our teenagers were unemployed. Today 40% of our young people are out of work.

Part of the problem is the fact that while America's Black population migrated

to the city, the jobs migrated to the increasingly white suburbs. Another factor has been the overall decline in the quality of our public schools. Parents everywhere are up in arms about the poor quality of their schools and nowhere is the anger and frustration more acute than in the inner city where education was always seen as the ticket to the promised land. Our schools have become what one critic disparagingly calls "aging vats" where students can graduate without the ability to understand and fill out a simple form! Concurrently, the job market has changed dramatically. This is the age of automation and technology. Strong hands and a willing heart are no longer sufficient requirements for employment. Our students need stronger basic skills and more sophisticated training at precisely the time when the quality of instruction across the board is being questioned.

As I approached the task of preparing for this speech, I was reminded of the classic debate between disciples of Booker T. Washington and W. E. Dubois. The former represents the vocational approach to education and the latter the traditional academic route.

These were the principal proponents of these points of view within Black America but the debate was equally heated within the educational community as a whole and during the last 40 years, the academic traditionalists have lost more and more ground.

Latin, Greek, and foreign languages disappeared from our high schools, then in the late 40's and 50's came the tide of veterans into our educational system. Older and more mature, these young men took a very practical and

"occupational" approach to education and especially their college work. Then came the 60's with the cry for "relevance" and the phenomena of the hippies who symbolized the rejection of white middle class values - including the value of a college degree and white collar work.

This was accompanied by the maturation of the American labor movement and the recognition by the public that you didn't have to have a degree to earn a good living and do interesting work.

Finally, the very fabric of society changed. People live longer, families are smaller, more women are working, and people are changing jobs, life styles and locations more than ever before.

All of this has had a tremendous impact on our education system. High school students want to be able to take welding and European history, photography and economics. Do it yourselfers enroll in everything from auto mechanics to upholstery at our community colleges and adult education class find people taking everything from basic English, to sewing, and guitar instruction.

The 60's and 70's have seen the flowering of vocational education with the amendments of 1963, 1968, and 1974. We have seen a tremendous growth in vocational education. Today over 15 million people, nearly half of our high school students are enrolled in vocational courses of some kind.

But there are special problems for minority vocational students. As I stated before our whole public school system is under fire. Principally and especially because it is allowing students to graduate who don't have a command of basic

skills.

The problem is even more severe in vocational schools because many teachers perceive reading, writing and math as "Academic" courses. In fact, these skills are equally critical for a carpenter, a bulldozer operator, a day care worker or a nurse. And for the new technical fields such as solar energy, they are essential. But teaching basic skills is hard work, especially if the child is slow, not motivated or has problems at home. While every teacher ought to be working to improve basic skills, we find every one evades this responsibility and says "That's not my job." Some of the prestigious technical schools refuse to teach basic skills and screen out "problem" students who don't pass their entrance exams. Since so many of these "problem" students are minority, it is not accidental that the cream of our technical schools have only a handful of minority students.

A concurrent and related problem is the fact that minority, women and handicapped students are overwhelmingly concentrated in the courses which direct them to low or non salaried careers.

The most recent figures show that the disadvantaged enrollment is concentrated in four areas (1) office occupations, (2) occupational home economics, (3) trade and industry and (4) consumer and homemaking. These four areas in which the disadvantaged are enrolled account for 4 out of 5 such students.

Three of these same areas, trade and industry, consumer and homemaking and office occupations enroll two-thirds of all handicapped students.

Similarly, women are concentrating in consumer, homemaking, occupational home economics or office occupations.

Now I don't intend to denigrate any of these occupations but I do think that Black people have a good deal of historical expertise as maids, cooks and janitors! We already have these skills down pat and I don't think we need to reinforce them with additional emphasis on vocational training.

What we do need is a crack at the most highly skilled trades. Here we are in 1978. This is the space age, the era of environmental and pollution control, the energy boom and computer technology. I want to see Black inventors, solar engineers, cameramen, medical technicians and construction foremen. These jobs with clout, money and a future and they could be filled with young blacks - if we require that everyone gets an ample grounding in basic skills and proper guidance and encouragement.

I would like to underscore at this point that I mean both male and female students. Home economics courses are fine and they teach valuable skills, but it is a plain fact of life that a Black woman will have to work. In fact, Black families invariably have both parents working and for the 39% female headed Black families, having a marketable skill is a necessity. I am fed up to my teeth at seeing Black women ending up on welfare because they have no skills which can command an income sufficient to support a family.

We don't need to perpetuate society's stereotypes; we need to break them and provide new directions.

It came as no surprise to me when Reginald Petty, the Executive Director of the National Advisory Council on Vocational Education shared with me a recent

survey on the attitudes of Black leaders towards vocational education. The study showed that among national Black leaders, the image of vocational education is far more negative than positive.

I believe there are several reasons for this. First, many leaders share the W. E. Dubois view that vocational educational is seen as a way of "tracking" Black students who have the potential to be successful in an academic program into a less demanding one. Second, in spite of the tremendous growth and change which I discussed earlier, the field of vocational education still suffers from a poor image. You who are in the field know that in the last 15 years, there has been tremendous growth both in the number of students enrolled and in the number of variety of courses. But for much of the American public, vocational education is often seen as a dumping ground for dumb kids, wisecrackers and problem students. And Black leaders perceive that minority vocational education students are concentrated in the lowest skilled, lowest paying jobs. Finally, those who are acquainted with vocational education know that in spite of the legislative priority which Congress has written into the legislation for minority students, the disadvantaged and the handicapped, these students have not fared well under the system. In fact since 1972 the proportion of disadvantaged and handicapped, students has decreased and the states are increasingly reluctant to match or even spend all of the money earmarked for these groups under the system.

Part of the problem is historical. Today's vocational education program evolved out of the old Smith-Hughes Act of 1917 and the emphasis was on agricultural training and home economics. That was fine in 1917 when over half of our population was on the farm but today only a handful, some 3% of the work force

is engaged in agriculture and the two parent working family is now the norm. Stay at home mamas, whose only career was as house wife have now become a luxury.

Of all the educational fields vocational instruction has been among the most conservative and the most resistant to change. The impetus for change and innovation has come, not from the grass roots, but from the federal government specifically and especially the U.S. Congress.

When we reviewed the legislation in 1974, the GOA and numerous other groups were critical of the lack of priority and attention to the disadvantaged. Because of this, Congress raised the set aside from 15% to 20%, gave renewed emphasis to cooperative work study, provided legislative authority for stipends for work study, provided additional money for bilingual education, and more provision for child care for youngsters who were teenage mothers. The legislative language is there; what is needed is an organized effort to go after what is legally ours.

That is where you and this new organization come in. Now I know there will be wailing and gnashing of teeth when I propose this. I can hear it now "But Mrs. Chisholm we are so few, so powerless! What can we do?" Well Black folks never did have a fullplate when the power was dished out. We have had to make up for it by organization and sheer force of will.

One of the advantages of a letterhead is that you can't be singled out when you criticized the number of minority vocational education professionals, federal regs, enforcement policies, or the way the state plan has been developed. You can speak up but be protected by your group membership. You need to write letters to Secretary Califano, Chairman Perkins, and Williams, and plant a few

stories in the press.

Sometimes your position will be vulnerable. There are after all only a handful of Black professionals in key policy positions in vocational education, but you do have a number of natural allies. If you are not in a position to lead the charge you can do what's called "over the transom work" and see to it that local chapters of the NAACP, Urban League, CORE and locally based community groups take to the streets and the airways on your behalf.

Another useful device is coalition building alliances with unlikely allies. I don't know how many of you know Congressman Jack Kemp but he is a young and conservative Republican Congressman with whom I worked on a number of minority business enterprise projects. He was a wonderful ally particularly under a Republican administration, but what I liked most of all was how indignant he got when confronted with the shenanigans and run around which are traditional when "The man's" bureaucracy deals with us. I didn't even have to do any hollering in the meeting. Jack did it for me and to far better effect.

So seek the unlikely ally. Go to a conservative elected official, the biggest businessman in town or the honcho of the local construction union. They are often feisty blokes who are used to getting their own way and that will help to cut through a lot of red tape in a hurry.

As I said before Congress has been in the forefront of vocational education reform and they have written in language trying to both enhance and protect minority students.

States do have to expand their state advisory committees, to include more people

from outside the traditional vocational education community; their state plans must address race and sex discrimination and they are reviewed at the federal level. In addition, the law encourages flexibility and joint programs with both higher education institutions, business, labor and manpower training programs. All of this provides you with opportunities to work with like minded people outside of the traditional vocational education constituency.

In addition, we have a new administration. I don't always agree with President Carter but his administration has brought in a lot of new blood. People who are sympathetic to your concerns.

The Office of Civil Rights which monitors compliance with our Civil Rights laws is headed by Dave Tatel who, by the way, is legally blind. His two deputies are Cindy Brown who is very knowledgeable about vocational education and is a former Director of the Education Task Force of the Leadership Conference on Civil Rights and Gus Cheatham, a Black career civil servant with years of experience at O.C.R. They also stole my press secretary, Colleen O'Connor, for the Director of Public Affairs at O.C.R. I know that they are serious about affirmative action and civil rights enforcement and would welcome your advice, assistance and knowledge of the field.

Ernie Green, Assistant Secretary of the Department of Labor, is an old old veteran of the struggle for equal education opportunities. He was one of the first nine Black students to intergrate Little Rock. I know he would be very interested in cooperative demonstration projects between vocational education and CETA.

Alexis Herman, the young dynamic Black Director of the Women's Bureau is

deeply interested in the problems of welfare mothers and minority women in general. And finally both Secretary Califano and Secretary Marshall have a deep personal commitment to the poor and minorities.

If you will work on some model demonstration programs and will step forward and critique what is wrong in vocational education and what needs to be changed, we can turn this situation around.

We need your leadership and we need your strong voices.

REPORT OF THE SMALL GROUP SESSIONS

GROUP I

The Committee on Critical Issues of Conceptualizing, Legislating and Implementing New Vocational Education Programs Responsive to the Needs of Black Americans

Chairperson:	Mr. Larry Leatherwood
Leaders:	Mr. Milton Edmond International Business Machines Curriculum Advisory Committee (Chairman)
Recorder:	Ms. Tina Jones Lawyer's Committee for Civil Rights Washington, D.C.

RECOMMENDATIONS

1. That a legislative committee become a standing committee of NAABAVE for the purpose of:
 - ** Identifying critical issues
 - ** Setting legislative goals
 - ** Identifying with legislators
 - ** Participating in hearings, workshops and meetings
 - ** Locating existing legislation
 - ** Fostering the participation of Black administrators and others in the legislative process
 - ** Collecting and disseminating Federal, State, and Local legislation
 - ** Maintenance of a Reference Library
2. That a research committee become a standing committee of NAABAVE for the purpose of:
 - ** Assuming responsibility for a planned and systematic approach for the gathering of data required by NAABAVE in pursuit of its objectives
3. That local affiliates be created once the guidelines of operation have been established by NAABAVE in order to:
 - ** Avoid the division of leadership within the organizational structure
 - ** Organize the recruitment of new membership at the local level
 - ** Allow for the maximization and input of parents, students and community leaders with NAABAVE
 - ** Provide a vehicle for explaining to parents and students the economic value of Vocational Technical Education

GROUP II

The Committee on Recruitment and Retention of Black Students in Vocational Education at the Secondary and Post Secondary Levels

Chairperson:	Mr. Elton Thomas
Leaders:	Ms. Janice Parker, Director Taylor Business Institute Chicago, Illinois
Recorder:	Ms. Theresa Ann Sams EDPA Los Angeles, California

RECOMMENDATIONS

1. Provide a minimum of two inservice workshops per academic year for Blacks in the Education, Industry and Business Community on the local, state and national levels with regard to the Recruitment and Retention of Blacks (all levels) in Vocational Education and Career Education Programs
2. Establish and implement a Public Relations Program on the local, state and national levels in the Education, Industry and Business Community to Recruit and Retain Blacks in Vocational Education and Career Education Programs

Examples: Engineering, Energy Conservation, Technology

3. Coordinate, communicate and utilize the cooperation presently existing between the Business, Industry and Educational community on the local, state and national levels in the placement and follow-up of Black graduates of Vocational Education and Career Education Programs
4. Utilize the cooperation presently existing between the local, state and national levels in the development of a more progressive scholarship and awards programs for Vocational Education students (also to include out-of-school adults)
5. Disseminate these recommendations to the local, state and national Business, Industry, and Education community.

GROUP III

The Committee on Critical Issues in Research-Based Data as it Relates to Program Funding and Influencing Persons Who Allocate Funds at the Federal, State and Local Levels

Chairperson:	Dr. Kay Kienast
Leaders:	Mr. Reginald Petty, Executive Director National Advisory Council on Vocational Education Washington, D.C.
	Ms. Yvonne Ewell, Assistant Superintendent East Oak Cliff Sub-District Dallas, Texas
	Ms. Dorothy R. Robinson, Chairman The Advisory Council for Technical and Vocational Education in Texas
Recorder:	Dr. Laurabeth H. Hicks, Director Secondary Occupational Planning United States Office of Education Washington, D.C.

RECOMMENDATIONS^a

The development of a Research Task Force with the responsibilities of:

- ** Validation of Vocational Education data
- ** Analysis of funding for training
- ** Dissemination of information
- ** Planning quarterly/annual meetings
- ** Assembling data on Pre-service programs
- ** Gathering data on apprenticeship programs
- ** Compiling data on Vocational Education decision makers and providing Technical Assistance to local and state leaders
- ** Follow-up on study of attitudes of Black leaders in Vocational Education
- ** Request the President to appoint Research, Evaluation and Data Gathering Committees.
- ** Developing relationships with Community Based Organizations

GROUP IV

The Committee on Critical Issues in Providing a Career Information Exchange Within NAABAVE: Why, What, How?

Chairperson: Mr. Theodore Talbot

Leaders: Mr. Wilton R. Green, Vocational
Director
Mansfield Board of Education
Mansfield, Ohio

Ms. Delores Johns
Secretary of NAABAVE
Doctoral Candidate
Virginia Polytechnic and State
University
Blacksburg, Virginia

Recorder: Mr. Fred Singleton
Georgia Vocational Agriculture
Teachers
Association
Lincolnton, Georgia

RECOMMENDATIONS

1. Provide information to people on what jobs are available
2. Keep communication lines open (nationwide) which will result in placing Blacks in employment in Vocational Education at all levels
3. Increase the number of Blacks employed in Technical and Vocational Education Programs at all levels
4. Creation of a Career Information Exchange (CIE) which will include educational administrators, instructors, students, and citizens in Vocational Education programs; including manpower-training programs and persons knowledgeable in emerging technologies

The CIE pool should be utilized in the following manner:

**** Retrieval/access in order to**

**** respond to vocational vacancies**

**** identify all employment sources in the labor market**

- ** Provision of guidance for the implementation of experimental programs which will bring about any needed structural change
- ** Direct communications to placement offices in Black colleges, national Black organizations, and private and public employment agencies
- ** Utilization of all identified vocational people for referral purposes within the system
- ** Notification of employers explaining the existence of referrals which are available through CIE
- ** Development of specific options in order to promote implementation, such as:
 - ** Manual operation of a national centralized referral system
 - ** Manual operation of an organized state system utilizing state chapters as the vehicle
 - ** Electronic data processing system
 - ** Direct-line communication via Watts Line

GROUP V

The Committee on Critical Strategies for the Full Participation of Black Americans at all Levels of Vocational Education: Students, Teachers, Administrators, Support Personnel and Community

Chairperson:	Mr. Roosevelt Greer
Leaders:	Dr. Ethel Washington Membership Chairperson, NAABAVE Department of Vocational Education Detroit, Michigan
	Mr. Frank Moss Program Director Manpower Planning, NCTCOG Arlington, Texas
Recorder:	Dr. Sonny L. Bolls Department of Industrial Technology Jackson State University Jackson, Mississippi

RECOMMENDATIONS

1. Analyze the Vocational curriculum and determine the academic and support services required by the vocational program.
2. Develop a system to assess pertinent information on the availability of funds (Federal, State, and Foundation).
3. Utilize the local and state advisory councils, local interest groups, and other known agencies, councils, boards, etc in the local communities for the purpose of implementing these recommendations
4. Analyze the Guidance and Counseling services in the schools to insure that minorities are aware of the opportunities (financial aid, CETA, etc.) available
5. Through a legislative amendment, designate a Black person (such as that which requires a sex equity coordinator) to serve within the State Department whose sole responsibility is:
 - ** to assure the elimination of racial bias;
 - ** to develop guidelines for minority advancement
 - ** to reduce existing inequities currently in the State Plan---
setting aside funds for this purpose
6. Develop cooperative relationships with business and industry to produce students with improved entry-level skills; develop role models for Black students and identify future job opportunities for students

7. Develop paid internships in vocational education which will prepare Black Americans for administrative level positions in (OE) and in the State and local agencies
8. Influence AVA and APGA through NAABAVE involvement and participation in policy making as well as positions of employment within AVA and the American Personnel and Guidance Association
9. Create and publish a handbook of Vocational Education Occupations geared to parents and others which would provide information concerning occupational and educational requirements for various Vocational Education programs
10. Establish unique programs of lifelong Vocational Education where the teacher gives instruction in Language Arts, General Related Instruction, Quantitative Skills, Science and Vocational Skills in the same environment
11. Designate a NAABAVE member in the local area to contact the Vocational Directors and Superintendents of Schools to obtain their commitment to increased involvement of Black Americans in Vocational Education programs in their state, county or general area.

GROUP VI

The Committee on the Image of Vocational Education: Should it be Changed?
Can it be Changed?

Chairperson:

Mr. Billy Howard

Leaders:

Dr. William C. Young
Assistant to the Deputy Commissioner
U.S. Office of Education
Washington, D.C.

The Honorable Eddie B. Johnson
Area VI
Regional Director
Dallas, Texas

Recorder:

Ms. Phyllis Williams
Assistant to the Director
Chicago Comprehensive Employment
and Training
Chicago, Illinois

RECOMMENDATIONS

The Committee on the Image of Vocational Education agrees that Vocational Education has an image problem that can be changed if recommendations that follow are implemented.

1. That Federal funds allocated for Vocational Education be administered by an appropriate representation of those groups (women, minorities, handicapped, etc.) for whom the programs are designed to serve at the Federal, state and local levels
2. That changes be implemented to enhance the cause of Vocational Education in communities at the Federal, state and local levels
3. That all persons involved in Vocational Education be required to return to the world of work, through the cooperative efforts of the business and industrial community, for the purpose of improving their awareness and incorporating into the curriculum the latest trends and concepts of business and industry
4. That each state and territory develop a NAABAVE task force to monitor their Vocational Education State plan and submit a report to the U.S. Commissioner of Education
5. That the National Association for the Advancement of Black Americans in Vocational Education initiate a national membership campaign
6. That the Vocational Education curriculum be revised to reflect the current trends and demands of the labor market

LUNCHEON SESSION

ANGIE GRACE
VICE PRESIDENT OF NAABAVE, PRESIDING

INTRODUCTORY REMARKS

BY

ANGIE GRACE

If you were in Blacksburg will you raise your right arm. You might be able to clap your hands if you traveled more than 2,000 miles to get to this conference. So, in getting here you had to take some chances. However, I am not good at taking chances even though I take them everyday just like everyone else. When I get on the freeway I'm taking a chance, when I'm on the runway I am taking a chance, and when I'm on the streets I am taking a chance. But on April 30, 1977 in Washington, D.C., when I was given the responsibility of serving as Vice-president for this organization, I had no idea of the chances that I would be forced to take. But as Vice-president, I also was given the responsibility for planning this conference. I didn't have a choice - I took the challenge. I am not sure I can ever live it down. But I am delighted.

The committee that helped plan this conference needs to be commended for performing miracles. We started out with zero membership, zero budget, zero staff - we had a bunch of zeros. Although we had only zero resources, we had other things - we had ideas, we had determinations, we had enthusiasm, we had dedication and we had faith. By george, you just don't know how much faith we had. When we planned this conference for 200 people, you just don't know how much faith it takes to do something like that. But I knew you would be here, and

here you are. Three weeks ago when the hotel called me and told me that we would have to release our room reservation because they had only nine people who registered. Although you made accommodations for 350 people for this conference we don't think they're coming. I said they will be there, but the hotel said that they don't operate that way. I said I figured you didn't, but I know they are going to be here, I have faith in these people. Thank God you made it. My last check with registration indicated that we have 225 people present. I would like to take this opportunity to welcome you to Texas. You have had that from the top officials of the State and now you got it from somebody incidental like me. We are pleased that you are here. We know that our speaker has a lot to tell us, and I am going to get started with that right now. For those of you who were in Blacksburg, I do not have to introduce him, because I think all of you remember quite well the speech he did there. Our speaker is President of a education consulting firm, a specialist in the development of instructional materials and developmental research, but formerly he was President of Federal City College in Washington, D. C. He did graduate work at Ohio State University and is an outstanding leader in vocational education in particular, and in education in general. He is also on the board of this organization. I am pleased to introduce Dr. Harland Randolph.

LUNCHEON SPEECH

BY

HARLAND RANDOLPH

Say, how about doing a little favor because once we get started on this track for this information ... I have about 1252 responses from the survey who are answering something like 184 individual questions about vocational education. Anytime you get 1200 Black folks talking about 184 questions that is a hell of a lot of information. So once I get started I will not have time to stop which means that if you have finished eating, your blood is slowly sinking down toward cultural bottom. If you would kindly stand up for about 30 seconds and sit right back down so that it will then move toward your brain power then we will be able to move on to mind power.

I want to talk to you about what is probably one of the most important studies that has been done in recent times. It is clearly one of the few times in which a particular ethnic group and the leadership of that group have been singled out for a serious survey to determine their opinions and attitudes and I think it is extremely important that it has occurred in the field of vocational education, an area that directly impacts the major social needs within the Black community. We had a response rate of somewhere around 42% from the survey. If many of you here have seen the questionnaire -- some of you receive it -- it took anywhere between 22 and 35 minutes to complete. That is a fairly demanding questionnaire, because most of them are generally one page and take about 5 or 10 minutes. So the response rate indicates a very high level of concern and interest in the program on the part of the Black leadership. We, as persons connected with vocational education and education in general, should be

extremely proud of our leaders for the interest that they have shown in this particular program by taking time to fill out this survey. In addition to that, I was very pleased to note the number of persons who sent letters asking for copies of the results of the survey, thus, indicating not only their interest in giving their particular opinion on the issue, but also wanting to know what others think about the issue. Now before I go into the specific findings, I think it would be in order to express our appreciation to at least three people who have been the spearheads in terms of getting this project off the ground. If you have ever worked with the Office of Education -- with the government then you know it really takes intestinal fortitude -- guts -- in order to get any thing off the ground. I would like for those persons to stand up and I would like for all of you to recognize their efforts. One of the first persons who started working with it in terms of recognizing the needs and selling it in-house was of course, Dr. William C. Young. The next person, long before he was with the National Advisory Council on Vocational Education, and after being with the National Council, has been selling the respective funding heads on funding this particular study. Using his resources and influences, and most importantly directed to those who could carry out the study in a proper manner Mr. Reginald Petty, Executive Director of the National Advisory Council on Vocational Education. The Project Officer, who has worked month by month, day by day to make sure that it is moved through the various streams in that particular agency is Mr. Cleveland Randall.

Now let me give you the structure of this presentation. There are five questions around which the data will be organized in this brief presentation. Question 1 - What is the study about? Question 2 - What kind of vocational education

programs did the respondents recommend? Question 3 - How do they feel it can be improved? Question 4 - What do they feel can be done to increase their support for vocational education programs? Question 5 - How do they evaluate vocational education programs? With that perspective in mind - get ready the train goes.

Question 1 - What were the purposes? There were two purposes. One, to assess the attitudes of Black leaders toward Black students entering and completing vocational education programs. Two, to provide data that can be used by administrators of vocational education to improve vocational education programs. Next, who were the respondents? The respondents were Black leaders, 1252 in total, ranging for example, from mayors of major cities, elected or appointed officials, aides to governments, members of the Black Caucus, legislative persons who serve on education committees, barbers, beauticians, barmaids, members of the national tenant council, you name it - we went across the list. There were representatives of a broad cross-section of the leadership. Persons who were presidents, vice presidents, secretaries, treasurers of organizations on a national, state and local level. Sixty-six percent of the persons in the group (in the sample) had served on boards of vocational education or committees of vocational education or boards of other types of educational programs or they had been students in vocational education programs. Fifty percent of the sample had hired persons for vocational technical type jobs.

So, basically, the composition of the respondents indicates three kinds of characteristics. One, they were an influential group. Two, they were informed. And three, they were experienced, highly involved, and interested in the success

of vocational education.

Next, what was the data like and when was it collected? The data was collected, mailed, and analyzed between September 1977 and January 1978. We broke the data up into 14 groups, a total of 13 subgroups, 6 major subgroups, and 7 minor subgroups based primarily on the type of educational experience. Basically, what we found when we broke it in terms of whether they were in vocational education or whether they were not in vocational education, we broke it in terms of whether they hired people or did not hire people, whether they were named by a state administrator or not named by a state administrator. Those various subdivisions basically agreed with the total sample.

The next question. What was the survey form like? For those of you who have seen it, you know how complex it was. One hundred and eighty-four different questions, organized under 26 separate headings. The reliability of the instrument was determined by the use of the Guilford two-way analysis of variance which yield to the value of .78 which for this kind of instrument is extremely good.

First substantive question - what kind of program did the leaders recommend? The question that we asked was not - what is vocational education? That was not the purpose of the study, we said rather permit us to see it through your eyes and you tell us what you think it to be. I am providing for those of you who chose not to tackle the problem as a way out. Because you can always answer that they did not see it like it really is. Then we have a debate who sees it like it really is and you can decide that on your own. But the extent of the information I am

going to share with you is not a measure of the object itself, it is a measure of what they said they saw when they looked at the object. I asked only one thing, please do not transpose us from the world which is very close to the encounters of the proper kind back to the world of the 14th century where the bearer of the bad news was destroyed as a mechanism for erasing the bad news. Let it be known that I am just reporting. What kind of program do they say they would support? What should be the objective of vocational education programs? The answer is (1) it should "prepare" for advance training, (2) it should "ensure" employment and (3) it should "teach" owning and operating a business. The verbs prepare, ensure and teach may not result in that objective - that's the reason they have been placed in quotations.

Second question, what success criteria - what are the success criteria for the institution? For high schools they say: (1) the graduate should go on to advance programs or college, (2) the graduate should show improvement in self image or self worth and (3) the graduate gets jobs for which they were trained or in related occupations. We asked the same series of seven questions in terms of community colleges. Here they said (1) graduate gets job even if they are not related to their training, (2) the cost of training a student equals the cost of educating students in academic programs, and (3) graduates can pass pre-employment licensing and similar tests. When you look at the degree of consensus among these items there is more agreement on the items related to community colleges than there is related to high school.

The second part of the statement, is that the ranges and differences between high schools and community colleges as significant indicating that they do see

two separate and distinct roles for the types of institutions. On the one hand they are calling for articulation. Second, there is a call for quality, and thirdly, there is more agreement as to what they see as the role for community colleges than what they see as the role for high schools.

Should there be placement? What kind of placement? We asked three different questions to find out what kind of placement services should be offered. They responded, the program should finance, sponsor and cooperate with a community group to provide placement services. Two, they should provide a placement service as part of the school program. Three, they should refer the students to the U.S. Employment Service only as a last possible choice. And four, they should provide none of these but teach the students how to find jobs on their own. In a related question, providing effective placement service was selected as the third item of importance of a possible twelve as a recommended policy for the federal government, and the school placement officer was selected as number one of a possible choice of nine as a means by which a person should obtain a job. A collection of the items indicated a support for placement. In the second part of the sentence, the respondents seemed to indicate that students should be trained for jobs and that the program should assume some responsibility for placing them on the job. There is a 20% minority, however, who holds that the students should find jobs for themselves or should be referred to the U.S. Employment Service.

When should a student graduate? The answer by at least one third of the respondents is, a student should graduate when that student passes a job performance test, a competence test, and sufficient academic courses for credit.

Second, when they pass a job performance test and a competence test. Third choice, when they pass job performance and academic credit. This response accounted for 80% of all responses out of seven possible choices indicating clearly high standards, a demand for quality programs, a combination of the practical and the academic, and very clearly implying that competence testing is more related to academic credit than it is to job performance.

What kinds of occupational clusters might be included in the program. The response here, due to the structure of the questions, may not be as informative as many of us would like. However, we did get out of 11 possible occupational clusters a ranking. That rank order indicates that there is a hierarchy of occupations with home economics and agriculture falling to the bottom of the list. They fell to the bottom in spite of the fact we used the item descriptors such as dietetic technician, and agri-business as a means of trying to offset those particular images of occupational cluster.

How should the program be organized? We asked three questions along this line. One, what should be the focus of job training? The choices were to teach specific skills, to teach a group of skills, or to teach advanced skills at the high school level. The respondents were divided approximately one-third each in each of those items, with teaching a group of skills, being the number one choice. At the community college level 50% of the respondents elected to teach advanced occupational training as the number one method of organizing at that particular level. Again, showing the distinction between high school and community college and again showing more agreement at the community college level than at the high school level.

How should the courses be organized? We gave them three options. Organized by semesters, organized in short courses - two to four weeks, organized into individualized instruction; there were some other suggestions, but I essentially think you can see the distinction of the three options. Of the three options, the highest one by far was that courses should be organized into short courses - two to four weeks followed by individualized instructions, and far back out of the race was - organize by the semester. We then asked an additional question. What else should be included in the curriculum? They came back with a list of about 12 to 15 possibles. They came back and said, you ought to teach, in addition to marketable skills, owning and operating a business, decision-making and problem solving, actual work experience, civic responsibility and community involvement. Following these, they listed Black studies, communication skills such as reading, writing, interpretation. Next, we asked: What should be the admissions policy? We gave them a list of seven possible choices; admit on first come basis, admit on the basis of a priority, setup quotas, setup goals, etc. There was a minority opinion of about 30% of the respondents who indicated that they supported setting goals, quotas and priorities based on race and sex. The remaining 70% of the sample rated the question of each of those policies between fair and poor indicating little support for them. When you go to the second part of the sentence, what seems to be said by this is that in most educational programs, success is based on what happened in the course and not on the admission policy, except in those instances where the admission policy is specifically designed to either promote or exclude on some basis. Second, how can vocational education programs be improved? We asked a series of questions which dealt with this. The five most important areas they selected that needed improvement were (1) guidance and counseling, (2) administration, (3) facilities

and equipment (4) community involvement and (5) accountability in instruction and curriculum. We asked: What actions by the Federal government would lead to improvement in Vocational Education? The top five in this instance were that there should be a national objective and policy to provide guidance to students, as well as effective placement, require training that is related to the job, and adopt a program that lessen discrimination.

How can Black leaders support for vocational education programs be increased? They suggested that administrators of vocational education programs should (1) involve them in programs that relate to their business and employment, (2) give them more information (more decision-making information), (3) appoint them to influential boards and committees, (4) organize action groups, and (5) using the ballot box. Now there are several little kinds of artifacts; but I will not take time for those, if you are interested in them we will come back to them during question period or later on. For example, we asked them one question, about the statement that only 20% of the jobs by 1980 will require a college education. We asked them if they agreed and therefore only 20% of the Blacks should go to college? They came back and said, "You have got to be out of your mind!" That was not a response item on the questionnaire just to provide a little relief.

Next, how did they evaluate vocational education? To find that answer, we asked a series of sub-question. For example, we ask them to name the program that does the best job of preparing for employment? They came back with apprenticeship program, on the job training, community college programs and employee training programs, four year college programs and public high school programs. We asked them: Who would you hire for a vocational-technical

position? They said a person from a vocational 4-year college program or a person from a vocational 2-year college program. From that point on they were just about the same, they ran right on down the list. Next, we asked them to compare two sets of phrases good and bad about certain kinds of schools. It said, check this or that phrase depending on what you think. The first description was "schools that are predominately Black." The respondent said that this type school teaches obsolete skills, prepares for deadend jobs, provides poor counseling, limits employment options, provides low self image, needs major improvement. They described a school that is predominantly white as one that teaches obsolete skills, limits employment opportunities, and gives useless education, but prepares for jobs with advancement opportunities, provides a little better counseling, provides a little better self image, and does not need quite as much improvement. So, there attitude about predominately Black vocational schools was negative, but significantly, their attitude about predominantly white schools was only slightly better.

We asked how effective is vocational education and who is vocational education effective for? There response was that vocational education is effective for poor whites, for those in four year colleges and for those in rural high schools. Now, you make sense out of it. Then we asked a couple of questions which are old questions? Would you let your daughter marry one? There it is. Well, now strangely enough the item on which there was the highest degree of agreement among the entire sample was this item. Black leaders said we should encourage competent students to enroll in vocational education programs. Then we asked them in a different place, would you enroll your employees in the program? And five out of 100 said they would. Then we said would you enroll members of your family in the program and one out of 100 said they would. I have given you some

of the highlights of the findings. A complete written report will be available soon.

OPENING STATEMENT

BY

N. ALAN SHEPPARD
PRESIDENT OF NAABAVE

I will read one telegram and a very short letter. The telegram says: I will be unable to attend your conference. I have to testify on the Hill for vocational education appropriations and CETA legislation. The time for testimony was changed at the last minute. Please accept my apology. I hope you will have a good conference. I understand that Dr. Gordon Swanson, President of AVA, will represent us on Friday. Sincerely Gene Bottoms

As you know Dr. Bottoms is the newly designated Executive Director of the American Vocational Association.

Dear Dr. Sheppard:

I take great pleasure in extending to you and your membership my best wishes for a successful and meaningful first annual convention of the National Association for Advancement of Black Americans of Vocational Education. Having been in education before entering public service, I have always emphasized the importance of promoting vocational educational programs to prepare our youths for successful and productive careers. I applaud the efforts of your fine association to institute and to develop many of our long term mutual objectives. I regret that my schedule does not permit me to extend these greetings in person, but do ask that you please apprise me of your convention's results, and that you do not hesitate to call on me, if I can be of any assistance. Enjoy your stay in

Dallas and have a safe trip forward. Best wishes, I remain /s/ John Tower.
Senator John Tower of Texas.

When Bill Young asked me to think of someone to preside over the banquet -- master of ceremony or mistress of ceremony -- the person that quickly came into my mind was a gentlemen who distinguished himself so well last year in Blacksburg as a master of ceremony, Mr. Charles Nichols, the Director of Vocational Education for the Minneapolis School System.



MASTER OF CEREMONIES

BY

CHARLES NICHOLS

Highlights of Introductory Remarks

Head table, beautiful ladies, and gentlemen. Allen, thank you for your kind words. It is with a profound sense and worthiness and deep humility that I accepted this signal honor that is afforded me. Despite the fact that I did this last year, the real reasons you want me to do it again this year is that you want me to keep on doing it until I get it right. Well, I don't know about the rest of you, but when I am sitting through an introduction, I get nervous and I am nervous now. Let me explain why. Because nervousness is a factor in hypertension, and one of the highest incidence of killers of Black men is hypertension. Not so long ago I was reading about hypertension and found that hard work and violent exercise were the causes of hypertension. Anytime I feel like working hard or exercising I lay down for awhile and the feeling goes away. Then I was reading further on hypertension and I found that coffee creates hypertension -- so I quit drinking coffee. Then reading in another journal, I read that beer causes hypertension - so I quit drinking beer. Then I read in another article that candy enhances hypertension - so I quit eating candy and then reading in another article, I found out that hard liquor creates hypertension, so I quit drinking. Then in Scientific American, I read that sex brought on hypertension - so I quit reading. This creates a reading problem that I incurred with my notes. That might require some further reasons why some people are having difficulty with reading. Let's get away from that sort of thing and talk about discrimination, because it is one of the things we are concerned about.

There is evidence of rank discrimination here in this conference today. Because they talk about Memphis, Tennessee, busing in thirty dues paying members! - Big Deal. We also talked about those who have come two thousand miles or more for this conference. How about those who came from border to border from the north country all the way to the south country? I want you to know that Minnesota sent 75 percent of their Black vocational administrators down here and it took two 727's to do it. Bob and Howard rode in one and I rode in the other. Now don't laugh at Minnesota. There is something in the air inspite of what I read. My 78 year old father, just remarried. With mixed emotions I was best man at my father's wedding. We do have some problems in Minnesota, but we also, like to think, we have some pleasures. Well, enough modest wisdom. Let's get on with our speaker. I was at Blacksburg last year and our speaker was not, so I want to kind of set a frame of reference so that he can understand the audience to whom he is speaking - to know what to expect and so forth. So let me give him some information first -- before I introduce him. When you get up here and start speaking to this audience and they are all staring at you, and your hands are shaking, and your notes are sliding, take a look at them. When their heads are down and their eyes are closed they are contemplating the wisdom of your words. When they are talking back and forward to their neighbor they are sharing an obvious piece of intelligence that came from you. When they are looking at their watches, and stirring around in their seats, you know that your message got them so excited that they can not sit still. And if they get up and start walking out, your performance has moved them to such immediate action, that they have got to get up and start doing something. Ladies and gentlemen I am proud to introduce Dr. Benjamin Whitten, a professional educator, colleague and good friend.

BANQUET SPEECH

BY

BENJAMIN WHITTEN

Assistant Superintendent of Vocational Education
Baltimore, Maryland

Now I didn't hear Charlie last year as master of ceremony, but I had some colleagues from my staff who attended that meeting and they came back raving about Charlie Nichols. And now I understand why. Charlie makes a good introduction. Charlie, I am sure that there is no way that I can match your wit and your way with words. I do appreciate, though, that we are friends. I appreciate the kinds of strength that I know Charlie Nichols has, the image he projects throughout the vocational community and the work he does for at least the large city school systems as he moves about the country working for vocational education. I had a few problems as I contemplated sharing some words with you this evening. I did the usual thing - I prepared a speech. Then I came to Dallas and began interacting with the people who were here. I listened to the presentations and I was disturbed and thought that there were some things that I needed to do today, so I hope that you will bear with me as I give you what is not a prepared speech, but some comments, some impressions, some quotations that seems to me to be a part of what ought to be in our consideration as we talk about the advancement of Black Americans in vocational education. I was disturbed this morning when Congresswoman Shirley Chisholm spoke. When I talked to people about it, and maybe I wasn't disturbed -- I was upset -- I was aroused -- I was challenged, because she is one of the great women in our society. I see that I got some nods of approval when I used the sex equity expression "great person." Now her keynote address this morning contained clear cut and urgent messages to us to work with people within and without the natural

structure of vocational education to advance the cause of Black Americans within vocational education. The association I represent, the National Association of Large City Directors of Vocational Education, a 3-year old organization, has been trying to use this approach since its inception. During the past 2 weeks, as an example, some very important meetings were held that illustrate Congresswoman Chisholm's advice in action. We all know Reginald Petty, Executive Director of the National Advisory Council on Vocational Education. He arranged a meeting for a delegation of large city directors to visit the Assistant Secretary for Education, Mary Berry. The meeting was scheduled for 3 o'clock on Wednesday, February 23, or whatever that date was, and immediately I called the American Vocational Association for an appointment to visit with the new AVA Executive Secretary Gene Bottoms. This was scheduled for 4:30. A second call was made to Congressman Parren J. Mitchell, congressman from Maryland, and Chairman of the Congressional Black Caucus in Washington, who agreed to meet with us at 5:15 p.m. on the same day. Then there were calls to nearby large cities, Philadelphia, New York, Pittsburg, Cleveland. We secured the agreement of the directors of vocational education of those cities to join me in Washington for the meeting. One of the directors Mr. Healas from Cleveland later cancelled his attendance. But at 12:30 o'clock on Wednesday, February 23, Dr. Marion Holmes of Philadelphia, Bob Lattimer of Pittsburg and I were at the AVA Headquarters telling the new executive secretary about our organization, its goals, and its disappointment that AVA had not, in all its history, championed the fight of large cities to secure adequate support and funding for their vocational educational programs. We were insisting that the problems of the big cities become one of the priorities of AVA.

We secured Gen's commitment to attend the April meeting of the large cities in Columbus, Ohio where a group of us would meet with him to develop some goals, and strategies to accomplish our priorities which also seemed to be a commitment of his. Our sharing include the AVA's position paper on increased funding of vocational education which was developed because of the administration's low budget request of less than \$700M for fiscal year 1979. An additional \$300M is being asked including \$50M for remodeling and renovating urban and rural vocational education facilities. We noted that this is a special interest of large cities. Dr. Bottoms also learned that we were going to talk to Dr. Berry and was interested in getting a message to her since his attempts to meet with her personally had not been successful. In fact, we agreed to take an invitation to Dr. Berry to meet with the AVA Board of Directors in St. Louis on March 8, with her expenses being paid by AVA, just to explore in an informal way Dr. Berry's understandings of vocational education and the commitment of HEW and USOE to vocational education -- given the increases that were proposed for almost every major program in the Office of Education, except for vocational education where a \$7M cut is proposed for home economics. We also talked about excess cost rules and regulations for the handicapped and the disadvantaged and agreed that we needed to have these rules and regulations changed. Milton Binns, Assistant Director for the Council of Great City Schools, joined us for lunch. Reginald Petty joined us at Dr. Berry's office along with Dr. Buzzell and Dr. Young from the vocational education establishment where we convened our meeting.

Our concerns about the budget, the rules and regulations, and the construction and renovation funding were shared. An invitation was

extended to Dr. Berry to come to Baltimore and visit our vocational schools and programs, or to visit any of our large cities where she cares to visit. A promise was made to do so soon.

While the group continued to talk with Dr. Berry, I left for an appointment with Congressman Mitchell and he agreed that my assessment of the budget, the rules and regulations on excess cost, and the need for renovation and remodeling money. He noted that he would get the information over to Congressman Stokes, a member of the Black Caucus and a member of the House Education and Labor Committee. He asked that I prepare and send Congressman Stokes the next day a brief letter indicating the problems and the proposed solutions. Meanwhile, Dave Barren, Vocational Education Director of Springfield, Missouri, and the Executive Secretary of the National Council of Large City Local Administrators, called and invited me to join him in Washington the following Monday, February 27. I talked with Senator Eagleton who is on the Senate Committee on Education and Public Welfare (I guess that is the right name). I joined Dave Barren and two other Missourians as a spokesman for large cities across the country. Our agenda at the meeting was increased appropriations for vocational education, funding for the renovation and remodeling section of the educational amendments of 1976, and the removal of the access cost definition in the rules and regulations. Senator Eagleton directed his staff members to secure more data, promised Dave Barren that he would respond quickly, and questioned us about desegregation, violence in schools and several other topics. Since those meetings, in fact Tuesday and Wednesday of this week, I received calls from the U.S. Office of Education, regarding testimony that I

presented to Congress during the hearings on the new vocational and educational legislation with specific reference to remodeling and renovation. Just yesterday morning, before leaving Baltimore to come to this conference in Dallas, I had a staff member deliver to the U. S. Office of Education in Washington copies of our documents relating to facility needs in Baltimore. Milton Binns has received calls, requesting information about facility needs in other big cities. Dr. Holmes has received a call regarding Philadelphia, George Quarles regarding New York, Addison Hobbs regarding Detroit, etc. This has been a chain reaction -- it has been interesting and I can tell you that the potential is great for interaction and support by groups that have mutual interest in working with Black people, intercity people, disadvantaged people, and others who have a need for improved vocational educational programs and services. I am sure that the organizations that I mention all welcome the participation of the National Association for Advancement of Black Americans in vocational education. In fact, I know that we're all going to work together -- we have a common cause. Congresswoman Chisholm's assessment of our ability to reach and impact upon our decision-makers is correct. It's a workable strategy we have seen in action.

Another dimension of our conversation with Eugene Bottoms of AVA concerns the fact that there are no Black staff members in professional positions at the AVA office. He expressed his concern. He also talked about two positions that are going to be vacant at AVA; one for an editor and another for a conference planner. He suggested that we spread the word that the AVA is looking for people with these skills and that they are

particularly interested in Black people who are interested in working in these capacities and who have the skills that they require. I pass the word along to you that AVA is going to expand its staff and is looking to integrate its staff, i.e., to employ minority people. I hope that there are those among you who will take them up on this offer and make your applications. That's one piece that I wanted to share with you. It illustrates how we have to use the political process, how we have to interact and relate to other groups and organizations to move forward to the kinds of things that we need to accomplish in vocational education.

The second part of what I would like to share with you concerns what I considered to be a very important and significant activity that was held at Blacksburg, Virginia last year. Some of you attended that conference. In my judgment, that conference contained many valuable pieces of information that need to be reviewed, that need to be shared, that need to be discussed, and that need to be disseminated as a part of the ongoing operation of this new association. Prior to coming here, I am a school teacher at heart, and I always bring reading assignments with me. Those of you who were in Blacksburg last year will recall that I gave you some there. The proceedings of the conference from last year is the document that I challenge each one of you to read (if you have your copy from last year read it again and those of you who did not attend, please make it a must to read the document.) The documents will reinforce what we heard today from Congresswoman Chisholm. I am going to quote just a few excerpts from some of those papers. Addison Hobbs, as many of you know is the State Director of Vocational Education from Michigan and was one of the

presenters. He said, "As long as one can count the Black people from large cities and states, who are in vocational policy making positions, there are to few of them." "There is no evidence that the employment of Black vocational education graduates is getting any better." Dr. Eninger made that statement and I understand that there were some problems involved in that. But those are hard facts. Mike Eninger processed some data for us in Baltimore. We surveyed some of the graduates from two years -- 1975 - 1976. If you want a confirmation that the economy is poor and that finishing high school doesn't guarantee you a job, or that some people are unemployed a year and two years after high school graduation, or that white students coming from the same school system and from the same school get employed quicker, earn more money and are employed in larger percentages, then I can assure you that, in Baltimore, those things are still true. Tragedically, in the sampling that we took, about 40% of the youngsters are still unemployed. Going further, Reginald Petty made the comment that we have had authority for programs for the disadvantaged for some time, but I am not sure that Blacks have taken full advantage of this authority or have forced the application of the funding to their full advantage. The gentlemen from the AFL-CIO made this comment, "The fundamental barrier for Black vocational educational graduates is facing a bleak economy with little prospect for meaningful employment." That is true in many places, but I was very happy to learn that in the Sunbelt, Dallas is a part of that, that's not true. I was literally amazed when I found that the unemployment rate here is from 2 to 3 percent. Gee, I wish I had it so good. It's fantastic, vocational education is thriving here, because there is some place for the graduate to work. There are jobs -- they are needed.

There is a comment that was made at the conference last year, that the reluctance of the American employment market to accept Blacks into every aspect of the work life of this country has resulted in a distrust of the whole program of vocational education as a viable experience for capable Black students. Is that what Harland Randolph said today? The fact is that many Blacks are turned off by vocational education and the jobs for which it prepares. The academic route seems to have better promise. This is not to suggest that all Black Americans should be headed toward vocational education. It simple should be regarded as another career option.

Our keynote speaker Elizabeth Koontz said that, "Black females must be given equal attention and concern for they have not gained access even to the traditional jobs," ... and that, "If we want to increase the participation of Blacks in the vocations, then let's publicize what the vocations are and where one can start, where one can go and what it takes to get there. What help there is to assist the Black youth, including Black females. How managing is related to knowing the jobs below those jobs that are being managed. How different individuals remove barriers and require evidence of the enforcement of the rules, regulations and laws." Ms. Koontz also said that too. "In order for Blacks to become full participants in vocational education, they must recognize that the struggle for equal educational opportunity is a civil rights undertaking and it must be attacked within that context." "In order to discharge their responsibilities of minorities, it will be necessary for Black colleges to expand their offering in vocational education both horizontally and vertically," according to Arnold Westbrook . The Black college should be a more active participant in supporting research in the area of vocational and technical education, management and

administration. Howard University has a program that encourages and prepares Blacks to own their own businesses -- to become employers. Nathaniel Lee in his comments said, "I would suggest that vocational education administrators, teachers, advisory councils and advisory committee members commit themselves to devoting time to the community to share with various Black groups the importance of expanding their visions in the direction of vocational education." Efforts and attention directed to questions of the image of vocational education must be carefully monitored to prevent the subject from diverting energies and resources away from issues that are more directly related to the needs of Blacks.

Our problem, "As I see it," one of the participants said last year, "Is not to waste our energy -- the academic and vocational forces - fighting each other. The common fault among the Black students is apathy, indifference, low aspiration, low achievement, and dropping out of education altogether. We all need to work to improve elementary education programs, basic skills that teach our young people how to read and write and talk and do arithmetic so that our children become prepared for their educational tasks at grade level rather than below grade." Continuing as a school teacher, I have another document that I consider to be equally important because the Black agenda in vocational education doesn't exist off by itself somewhere. It's controlled by larger consideration, by political consideration, by economic consideration, by manpower decisions and by a host of other constraints. I think that one of the best conventions that I have attended was one that took place in Minneapolis in October 1976. Gordon Swanson,

you participated in that conference. If you don't have the book on the future of vocational education that came from that bicentennial conference then you have missed some of the underlying philosophy, psychology, and sociology that control what is going to happen in vocational education in this country. This was a convention that talked about what we ought to be doing in this whole business of manpower and how vocational education fits into it. Gordon Swanson here, Willard Wirtz, Eli Ginzberg, and Sar Levitan, and Walter Davis of the AFL-CIO and Carol Gibson, of the Urban League, and others, made presentations. The things they wrote are very important to us and they are things that I think that we need to consider as we look at the agenda for increasing the participation of Black Americans in vocational education.

Now let me read some things that Eli Ginzberg had to say. You know he is an economist and manpower planner. "Many young people who have finished high school also find it very difficult when they enter the job market to link education to the world of work." He continued, "There is no use in beating up on schools -- the regular schools; vocational schools or other types of schools. In my view, we keep confusing problems of employability and employment. Employment and employability are congruent but they are not identical. Employability skills are critical for running a technical economy. But employability without employment is a double frustration. Everybody is entitled to have the opportunity to acquire skills, but there is not much sense worrying about skill acquisition unless there are jobs for people who have acquired the skill. Vocational education may be doing the best job in the world, but if there are no jobs at the end of the line, that's not your (the

school's) responsibility, make that clear." For those of us who are so frustrated when our youngsters don't find jobs, I think it is important that we consider what Ginzberg said although that should not stop us from trying.

Another speaker talked about this whole problem. He said, "There is a growing population of well credentialed skilled individuals who are angry because they can not find work that match their individual and societal expectations." The National climate is shifted from one of high expectation to one of great expectations. Those who have bought the promise that with education, training, and the proper attitude one could right his or her own ticket will not react favorably to a societal system which fails to make good on its promise. Advocates of career and vocational education should begin to devote much of their time to efforts directed at educating those you will be employing in the future work force. It is not enough to assemble a profile as to what employers believe are the ideas, characteristics, attitudes of those who they expect to employ. What is needed, also, are programs which will help employers design the kinds of work settings and procedures that will take advantage of the skills, abilities, and expectations of those who enter the labor force. We need to increase our efforts to eliminate racial, age, educational, sex and class barriers which mitigate against employment opportunities and career advancement. For despite the rhetoric, the fact remains, that much discrimination continues to flourish in the marketplace and in our educational institutions. Another eminent manpower man expressed it thusly, "Whatever the degree of competition for jobs traditionally filled by graduates of vocational education institutions the more crucial issue is whether there will be enough jobs for all those who will be entering the labor force." There is no agreement among the economist

on whether the economy is capable of generating enough jobs without stimulating prohibitive inflation.

The outlook in this country at the moment - in many of our cities in particular -- is no work for Blacks. For Black teenagers, particularly, the unemployment rate harbours around 40%, and in every category of Black unemployment, figures were substantially above those for whites. White teenager unemployment was only 14.7 percent. The overall ratio Black to white unemployment was continuing at a disconcerting upward trend that makes a farce of affirmative action programs of the last decade. What's going to happen? Who is going to handle it? "The general affect of the full employment problem," according to Robert Brown who writes some of the syndicated editorials that some of our papers carry, "Would probably require some, if not all, of the following:

a degree of economic planning which Americans are unaccustomed;

some degree of mandatory job assignment;

governmental enterprise in areas traditionally filled to be preserved for private enterprise,

and at least some limited control over wages and prices."

These are not the traditional practices of the free enterprise system, but some drastic steps are needed to solve the Black unemployment problem. It is increasingly apparent however, that left to itself the economy is not going to solve the problems of Black unemployment nor will the various income maintenance and welfare reform proposals really address the

problems of forced isolation. Folks, without humor unfortunately, I presented to you what I consider to be some of the items that we must consider as we look at where to go with this association. We talked about the political process, we talked about the philosophical and sociological things that are controlling the whole manpower situation, and we talked about the needs of the Black people that we are so concerned about. Problems that don't get addressed remain problems. And I say to you that our job is clearly defined for us -- we do have an agenda. It is an agenda that is 200 years old, but I think that it is quite essential that we recognize the magnitude of the problem so we don't become discouraged. And I say that this organization that we are forming, NAABAVE, can be an excellent force in helping others to move along to address the full agenda that involve Black Americans. But this organization can only proceed with the commitment of dedicated people who get things done. I want to quote something that I found to be helpful.

Which are you? There are two kinds of people on earth today, just two kinds of people - no more I say, Not the sinner and saint - For it is well understood, That the good are half bad, and the bad are half good - Not the rich and the poor, For to rate a man's wealth, you must first know, the state of his conscience and his health. Now the humble and proud for life's little span, Who puts on vain airs is not counted a man. Not the happy and sad for the swift flying years, Bring each man his laughter and each man his tears. Now the two kinds of people on earth, I mean, are people who lift and the people who lean. What ever you do you will find the earth's masses - always will be divided just into these two classes. Oddly enough you will always

find that there's only one lifter for every twenty that lean. This association needs lifters. I am going to be one and I hope you will be one too.

VOCATIONAL EDUCATION AND ITS STATUS:
THE LEARNING COMMUNITY (US)

BY

ADDISON S. HOBBS
MICHIGAN STATE DIRECTOR OF VOCATIONAL EDUCATION

The double meaning of my presentation title is intentional. First community can be learned. Second, it is not primarily a matter of place, of village, or small town, but a group of actions and feelings that can be expressed in many and varied circumstances.

The learning community has been stunted in the States and in America by the operation of four factors; 1) social mobility, 2) geographic mobility, 3) the vast expansion of urban existence, and 4) the systematic inculcation of limits for the learning community.

Among these threats, social mobility is probably the most potent and most insidious. I know that many of you will disagree because in your minds you see the real problem - and some cases the only problem - as the systematic inculcation of limits to the learning community. Social mobility is insidious, because of the innocent face it wears. We tend to see it only as a phase of social dynamics, as a matter of mild pride, or as both.

Most of us know and have experienced the saga of "Roots" for black Americans - the departure from oppression to freedom and a job is indelibly fixed in our minds.

We know and understand the movement of the third generation to a life of greater security, more leisure and amenities. These social mobilities come

easily to mind, and we are proud of them. To this pride we add praise in achievement and feel glorified in our zest for achievement. Herein lies our perennial fixation for continuity of purpose and the opportunity for positive impact on succeeding generations.

Vocational education today is cast in a society which has made a cult of individuality. Young people quickly discover the esteem in which it is held and work hard to capture the resulting fragrance. They discover less quickly that individuality arises from the nurture of capabilities and seeks its shadow rather than its substance.

This conference addresses the critical issues in vocational education for Black Americans. I contend that this action may be focused upon the concept of promoting educational concepts that overcome inequality and poverty through encouraging Black students to include job skill development in their school programs without bias toward the concept of work-oriented activities; and to utilize the positive reinforcement through hands-on activities that relate the world of work to academic subject matter. It is especially necessary to make the function of vocational education operational within the context of its specific mission in lifelong learning endeavors. To do otherwise would diminish the scope of delivery responsibilities to any group.

The critical issues in vocational education for Black Americans do not start and end with participation. It is equally important that we set the course for direct impact. Education and upward mobility have not kept pace with

the needs of Black Americans. Although federal and state legislation have acted as catalysts for change, there has been little impact in the affective domain for individuals or on the relevancy of courses and programs for groups. As a result, a large percentage of the Black community attempts to enter the work force without prerequisite skills. This deplorable handicap must be corrected if social mobility is to continue in the Black community.

A suggested solution is to get every state to adopt a program for vocational education which promotes the goal and objective to provide vocational education for every group in a local district commensurate with the sociological mix.

Why, in a modern and so called "enlightened" age, has such slow progress been made toward the goal of equal opportunity for an adequate education? A rather fundamental reason for the lack of suitable progress relates directly to the question: Who should be educated, how, and to what extent? Nations - and people - need to come to grips with this question and answer it satisfactorily before adequate provisions can be made for vocational education.

If a society is to receive maximum benefits from the provisions it makes for vocational education, these provisions must ensure that equal and adequate opportunities exist for every member of the society. It should be apparent that efforts must be made by state and federal officials to assure a relatively high degree of agreement between what we, as a people, say we believe about vocational education, and what we actually do to provide adequate vocational education opportunities for all.

SPEECH

BY

ERNEST GREEN
U.S. ASSISTANT SECRETARY OF LABOR

One of the many versions of the "Talkin' Union Blues" encourages older generations to value young people and to be aware of their problems, because, "They are standing on our shoulders." Where we are leaving them a legacy of strength, they will be inspired. Where we are leaving them a legacy of weakness, they will be frustrated.

I have received a legacy of strength from many people. My mother and my aunt were both schoolteachers, and education was always a very important part of my upbringing. By the time I became one of the "Little Rock Nine," I knew that things as they were had to be changed, and I felt that getting the finest education I could possibly get would best prepare me to help change them. I have never regretted that decision, because I learned that solid preparation for the future helps you to open your own doors.

I received a legacy of strength from Martin Luther King, who was present at my historic high school graduation ceremony in 1958, and who set a course for all of us to follow.

And I received a legacy of strength from such leaders as A. Philip Randolph and Bayard Rustin, who demonstrated to the entire nation how organized labor can be in the forefront of the push for social reform, and how this reform can benefit

blacks, the poor, and the disadvantaged.

As I moved on to work with the Youth Council, to a dozen years of apprenticeship outreach efforts helping young people build skills for the future, and to the job I now hold, one thing became clear. There is a direct connection between a person's education and training and the place that person will take in the work force and the community. If we can strengthen our society to the point where no young person will have to look very long for a productive job, and where no young person needs to be unprepared to face the challenges ahead, we will be leaving a legacy to be proud of. If we can't strengthen the society to that point, we will be turning too many young people off to the possibility of making the system work for them.

Obviously, we are far short of that point. There are signs that too many students are finding too little relationship between their studies in school and what they face in the job market, and that they often lack the information to make adequate career choices. There are also signs that too many workers are being trained and employed without sufficient attention to the basic and advanced educational grounding necessary to sustain their productivity. In short, our work is cut out for us, and there is a premium on close cooperation between the areas of vocational education and employment and training.

I believe your new organization and its maiden annual convention here will play an extremely influential role in fostering the cooperation which is so vitally needed. It is a pleasure for me to appear before such a distinguished gathering.

The crisis we face is critical, and the threshold we are on is portentous. Black

youth employment is rising--but during the last year the abysmal unemployment rate for Black teenagers actually increased from 36.6 to 38.3 percent. There have been significant increases for Blacks in high school and college enrollment and in average years of schooling completed--but the quality of Black education and the resources committed to improving it lag far behind where they should be. For teenage high-school drop-outs--of whom there have been at least 700,000 in every year of this decade--the jobless rate is 20 percent overall and 41 percent for minorities.

Blacks have made substantial gains in white-collar employment in the corporate and government sectors--but median Black family income is still only about 60 percent of median white family income. There is a huge Black underclass, as evidenced by the fact that the poverty rate for Blacks is about three times the poverty rate for whites. The number of Black households headed by women is growing rapidly --and three times as many such households are living in poverty as are Black households headed by men. For every Black who fights to the top, another is stuck at the bottom.

Let's face it: There is still a disproportionate concentration of Black workers in both urban and rural poverty, many jobs, from assembly lines to corner groceries, are leaving the inner cities for the suburbs; and the growth in areas such as the Sun Belt often bypass the rural areas where Blacks are heavily clustered. There is still too much job discrimination. Black workers are still overrepresented in lower-paying, less-skilled jobs. And there are still about a million discouraged workers--workers who have completely given up the job search. Fortunately,

many of these workers are now returning to the labor force--but unless we sustain our progress, they will go right back to discouragement again.

What we are not faced with is a choice between vocationally oriented education and academically oriented education. We need to go down both avenues. Any education and training which will help Blacks to cope with the economic and technological revolutions which are taking place today can become a passport to the mainstream of American occupations. Congressman Parren Mitchell, who as head of the Black Caucus has been instrumental in eliciting from this Administration a firm commitment to full employment, urban revitalization, and affirmative action, points out that for those on the bottom rung of the jobs ladder, the very act of working can be a big step in the right direction.

What we need above all is a massive attack on structural unemployment, and this Administration clearly recognizes that fact. In his recent State of the Union message, President Carter affirmed that "a major priority for our Nation is the final elimination of barriers that restrict the opportunities available to women and to Black people, Hispanics, and other minorities." It is up to us to do everything we can to support this affirmation.

My agency has administered one-half of the \$21 billion economic stimulus package which the Administration made the number one item on its agenda. We have increased public service employment from an enrollment of 280,000 less than a year ago to 725,000 positions within the next month or so. We have increased and upgraded job training and we have better targeted our activities to minorities, youth, and the other hardest-hit victims of severe unemployment and

underemployment--and these efforts will be emphasized even more strongly in the future.

Our youth initiatives are top priority, because structural disparities are greater in this area than anywhere else. The Administration's proposal for a \$700 million increase in spending for our activities under the Youth Employment and Demonstration Projects Act of 1977 would bring the magnitude of new youth programs to \$1.2 billion, and nearly \$2 billion has been requested for next fiscal year. The Act creates nearly 200,000 work and training positions for young people--about 60 percent of them for minority youth. Its outlays, together with our other services to young people, represent the largest devotion of resources ever to a longstanding problem area--but it is sobering to reflect that even if we achieve maximum success, we will have only halved the problem.

The Youth Act attacks the problem on many fronts. It includes the Young Adult Conservation Corps; projects to ease the school-to-work transition; projects to rehabilitate neighborhoods and natural resources; projects to supplement current youth activities in classroom and on-the-job training, work experience, supportive services, and counseling; expansion of the Job Corps; and increases and improvements in our summer programs.

The program of Youth Incentive Entitlement Pilot Projects, a key school-to-work initiative under the Act, is well underway. These projects are testing the affects of guaranteeing jobs and training to economically disadvantaged young people who are willing to stay in school or complete school. In January, 17 State or local government units were competitively selected to receive \$109 million in YIETP

grants. These include large-scale projects to attempt "job saturation" of seven jurisdictions. They also include projects at 10 smaller sites to test specific program approaches. Enrollment is expected to reach 18,000 by the end of this fiscal year and to peak at 27,700 next fiscal year.

The Youth Act authorizes a number of demonstration projects designed to address specific structural unemployment problems of youth. These projects include the national youth service concept, educational entitlement vouchers for work experience, alternative education and career development approaches for drop-outs and "high risk" students, a variety of private sector subsidy methods, evaluation of the impact of employment on delinquency, and models for in-school programs.

One noteworthy example from this list is the Career Intern Program. Under an interagency agreement with the National Institute of Education, we will fund and NIE will oversee expansion of this OIC-operated program to four new sites. CIP is an alternative school for young people who are from low-income families and who are either high-school drop-outs or potential drop-outs. The program seeks to increase their stay in school, improve their career planning and occupational knowledge, enhance their basic skills, and ease their school to-work transition. And in this connection, I must mention how glad I am that HEW will also be supporting the efforts of Jesse Jackson and PUSH to improve academic preparation, and thereby preparation for the world of work, through a more structured involvement among students, teachers, parents, and school

administrators.

The relationship of vocational education to our youth initiatives is a very direct one. There is a set-aside in the Youth Act for in-school programs. In addition, the legislation requires coordination with vocational education activities. Schools will be directly involved in providing such services as counseling, occupational information, employability development, literacy and language, GED certificates, and career exploration.

There are promising developments in many areas of the interface between vocational education and the Comprehensive Employment and Training Act system, whether we're talking about the Youth title, the five percent vocational education funding, the four percent discretionary funding to governors, or vocational education funding under the comprehensive employment and training title. Exciting things are happening where CETA prime sponsors realize that vocational education has a tremendous potential for meeting local needs and a long history of designing and implementing worthwhile programs, and where community vocational education leaders understand how CETA works and how vital a contribution it is making in local labor markets.

We need to build on these cooperative efforts. To help ensure the closest possible coordination between CETA and vocational education in the use of the 5 percent funds, we have recommended in our legislative proposals for CETA reauthorization that these funds be provided directly to prime sponsors under the Act. In addition, we are working closely with Willard Wirtz and the National

Occupational Information Coordinating Committee to develop local work-education councils and we have supported national occupational information systems in eight States to establish automated clearinghouses of job data.

Before I finish highlighting our activities on behalf of young people, I would like to touch on just a few other aspects of the total effort.

Many young people learn marketable skills through public service employment, whether they weatherize houses, aid in classroom teaching, or help to care for the sick and disabled.

Many young people are benefiting from our Skill Training Improvement Program, which enhances our capacity to train for employer needs and to use employer trainers. An example from this program is in Somerset County, New Jersey, where six employers identified laboratory technician as a demand occupation and where participants are now being recruited for 17 training positions in this field.

As many as 400,000 young people will benefit from our initiatives to expand apprenticeship into such growth fields as health care and automotive repair and to create more apprenticeship opportunities for minorities and women. One of these initiatives is the allocation of nearly \$2.5 million in four cities to place approximately 1,100 high school students in apprenticeship programs during their senior year. Preparation for students will begin in their early secondary school years with an introduction to the various occupational fields available. In the

11th grade, students will receive actual "hands on" work instruction with the basic tools of their selected trade.

Having worked closely with apprenticeship programs, I think we should encourage young people to consider the advantages of a system through which hundreds of thousands of Americans have acquired their job skills and the dignity these skills have provided. These advantages include systematic training, the flexibility to adjust to new industrial processes and materials, employment security, decent starting wages, higher lifetime earnings, and the foundation for individual advancement.

Underlying much of our total effort, as you will have noticed, is an emphasis on developing more linkages between youth programs and the private sector, which is the source of five out of every six new jobs. This emphasis will become even stronger in light of the Administration proposal for a new, OJT-oriented, \$400 million program to encourage businesses to hire young and disadvantaged Americans. Under this program, which we propose as a separate CETA title, prime sponsors would establish industry training councils to promote full private sector participation in all aspects of CETA, I urge each and every one of you to increase your involvement in bringing together local employers with vocational education and job and training programs.

This organization is filling a very real need and you are getting off to a good start. Involvement will be a key word for you in many respects. Involvement with State and local vocational education agencies and with deliverers of employment and training services. Ideally, involvement with these two elements

working together. Involvement with community-based organizations, which we are increasingly utilizing. And above all, involvement with the young people we are trying to help.

We are in the midst of a social, educational, political, and economic revolution which is far from finished. It is time to breathe new life into the coalition politics which was responsible for significant gains for blacks in employment, education, voting, public accommodations, transportation, and other areas of our national life. Only thus can we maintain the pressure which will enable this Administration to live up to its commitments.

As we move ahead, we would all do well to keep in mind these words of Coretta Scott King: "Providing a meaningful job at a decent wage for everyone who wants to work is the key to unlocking the door to economic justice. And until that is accomplished, we are not going to solve the ills of generations of neglect and mistreatment."

"We must and we shall," she concludes, "find a way to break the grinding chain of poverty for many of our citizens. That was Martin's goal when he was with us, and it is our goal today."

Thank you for your attention, and best wishes for what I'm sure is going to be a long and effective future.



APPENDIX A

Evaluation Report

NAABAVE CONFERENCE EVALUATION REPORT

REPORTED BY

ROOSEVELT GREER

The overall atmosphere of the 1st Annual NAABAVE Conference was one of congeniality and concern for Blacks in all phases of education as it relates to vocational growth and development. The conference was rewarding and beneficial and all members indicated that they were looking forward to the 2nd Annual Conference. There was considerable talk about the need for the regionalization of the organization and the development of state chapters. However, our president wants to give priority to getting the National organization on sound footing before turning attention to the organization of sub-units.

Many participants discussed the structure and the time span of the conference. There were comments on such things as starting on time, the use of parliamentary procedures, and having the business meeting on the first day of the conference. All members recommended that pre-conference agenda or packets (name tag, agenda, touring information, etc.,) should be mailed prior to conference.

A summary of the twenty-two questions which constituted the evaluation instrument follows. On a numerical scale of one through five, the over-all rating of the conference was four. In addition, written comments have been summarized for each of the participants by the group to which they were assigned. The double (**) asterisk represents discussion by one or more of the respondents concerning items which are identified on the summary minutes of the six respective group meetings. The triple (***) asterisk represents comments

by respondents which were not included in the summary minutes of the groups.

GROUP I

The Committee on Critical Issues of Conceptualizing, Legislating and Implementing New Vocational Education Programs Responsive to the Needs of Black Americans.

HIGHLIGHTS

Group I recommends that NAABAVE:

- ** Organize the recruitment of new membership at the local level.
- ** Allow for the maximum input of parents, students and community leaders.
- ** Provide a vehicle for explaining to parents and students the economic value of vocational-technical education.

In addition to the above, the following comment was made:

- *** Space should be provided to entertain issues concerning Black involvement in vocational education at the state level and to develop a system of obtaining national assistance which could affect a remedy.

GROUP II

The Committee on Recruitment and Retention of Black Students in Vocational Education at the Secondary and Post Secondary Levels.

HIGHLIGHTS

Group III recommends that NAABAVE:

- ** Compile data on vocational education decision makers and provide technical assistance to Black leaders at the local and state levels.
- *** Coordinate data with community based organizations and develop a relationship with them.
- *** Provide additional information concerning the availability of grants, the eligibility criteria and information on where and when to apply for grants and/or contracts.

GROUP IV

The Committee on Critical Issues in Providing a Career Information Exchange
Within NAABAVE: Why? What? How?

HIGHLIGHTS

Group IV recommends that NAABAVE:

- ** Create a Career Information Exchange (CIE) which would include vital information about educational administrators, instructors, students, and citizens who are interested in employment in vocational education programs; including manpower-training specialists and persons knowledgeable in emerging technologies.

GROUP V

The Committee on Critical Strategies for the Full Participation of Black

Americans at all Levels of Vocational Education: Students, Teachers, Administrators, Support Personnel and Community.

HIGHLIGHTS

Group V recommends that NAABAVE:

- ** Utilize the local and state advisory councils, local interest groups, and other known agencies, councils, boards, etc., in the local communities for the purpose of implementing the recommendations accepted by this convention.
- *** Analyze the guidance and counseling services in schools to insure that counselors are making minorities aware of the opportunities (financial aid, CETA, etc.,) available to them.
- *** Recommend that legislation be developed which mandates that a Black person serve within the State Department (of Vocational Education) whose sole responsibility is to assure the elimination of racial bias in vocational education programs; to develop guidelines to assure minority advancement; to reduce existing inequities currently found in State Plans and that funds be set aside for this purpose.
- *** Demonstrate support for the advancement of Black Americans in vocational education through NAABAVE involvement, and participation in AVA and APGA policy making and by demanding positions of employment within AVA and the American Personnel and Guidance Association.
- *** Designate a member in each local area to contact the respective vocational directors and superintendents and prevail upon them to increase the involvement of Black Americans in vocational education programs in their state, county or local education agency.

GROUP VI

The Committee on the Image of Vocational Education: Should it be Changed?

Can it be Changed?

HIGHLIGHTS

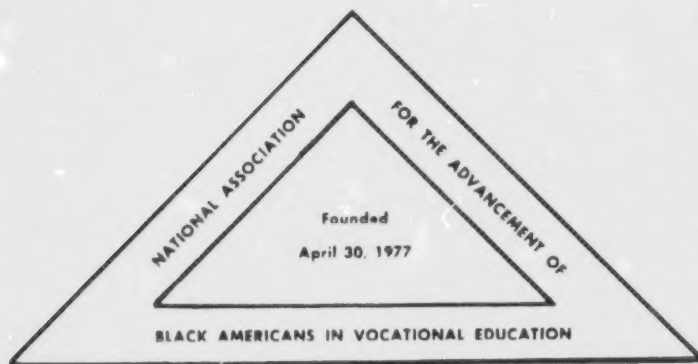
Group VI recommends that NAABAVE:

- ** Support certification standards which require all persons who are involved in vocational education to return periodically to the world of work, through the cooperative efforts of the business and industrial community, for the purpose of improving their awareness and incorporating into the curriculum the latest trends and concepts of business and industry.
- ** Develop a NAABAVE task force to monitor the state's and/or territory's vocational education plan and submit a report to the U.S. Commissioner of Education.
- ** Initiate a national membership campaign.
- *** Work to not only change the "image" of vocational education, but to change its structure and substance. Make available information on basic skills and marketable skills needed by those who choose to work in manual skills areas.

APPENDIX B

Conference Addenda

First Annual Conference of the . . .
**National Association for the
Advancement of Black Americans
In Vocational Education**



MARCH 2-4, 1978

**Sheraton Hotel
Dallas, Texas**

NAABAVE

Executive Board

President	N. ALAN SHEPPARD Washington, D.C.
Vice-President	ANGIE GRACE Texas State Advisory Council Austin, Texas
Secretary-Treasurer	DOLORES JOHNS Blacksburg, VA

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ANNE BOONE	Baltimore, MD
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THELMA LENNON	Raleigh, NC
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HARLAND RANDOLPH	Washington, D.C.
BARBARA SIMMONS	Washington, D.C.
FRED SINGLETON	Lincolnton, GA
GRADY TAYLOR	Tuskegee, AL
ETHEL WASHINGTON	Detroit, MI

Standing Committees

Membership Chairperson	ETHEL WASHINGTON
Program Chairperson	ANGIE GRACE
Public Relations Chairperson	RAYFORD HARRIS
Constitution/By-Laws Chairperson	CHARLES NICHOLS

Note: Name badges must be worn to all meal functions

MESSAGE FROM THE PRESIDENT



Welcome to the first annual meeting of NAABAVE. You are part of a truly outstanding, and hopefully long lasting, event that will capture the imagination of vocational educators for years to come.

As you participate in this event, please keep in mind that this organization was founded, less than one year ago, on the assumption that there are problems idiosyncratic and/or unique to ethnic minority participation, in general, and Black American participation, particularly in vocational education. It is a belief shared by many that NAABAVE can effectively bring many problems to closure and provide an experimental and rational basis for increasing Black participation at all levels of vocational education, especially in administrative and leadership positions.

Thank you in advance for coming and your continued support of NAABAVE.

N. ALAN SHEPPARD
Department of Health,
Education and Welfare
Washington, D.C.

NATIONAL ASSOCIATION FOR THE ADVANCEMENT OF BLACK AMERICANS IN VOCATIONAL EDUCATION

National Conference Planning Committee

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NAABAVE Planning Committee
The Advisory Council for Technical-
Vocational Education in Texas
Austin, Texas

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Prairie View A&M University
Prairie View, Texas

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Home Economics Department
Texas Southern University
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Occupational and Continuing Education
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Richardson, Texas

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TAMU Vocational Program
College Station, Texas

MS. ANDREA GRACE

University of Houston
Houston, Texas

DR. WEBB JONES, Chairman

Department of Secondary and Higher Education
East Texas State University
Commerce, Texas

MR. LARRY L. LEATHERWOOD

Special Assistant, Office of Economic Expansion
Department of Commerce
Lansing, Michigan

DR. KAY KIENAST, Project Facilitator

EPD Consortium D
Richardson, Texas

DR. JIM LUCCHELLI, Vocational Counselor

San Antonio Union Junior College District
San Antonio, Texas

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National Advisory Council on Vocational Education
Washington, D. C.

MRS. MARGIE RILEY, Coordinator

Franklin Roosevelt High School
Dallas, Texas

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Vice-President, Texas State Technical Institute
Waco, Texas

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Program Officer, The Advisory Council for
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Denton, Texas

DR. WILLIAM YOUNG

Bureau of Occupational and Adult Education
U. S. Office of Education
Washington, D. C.

MR. ALTON D. ICE

Executive Director
The Advisory Council for Technical-
Vocational Education in Texas
Austin, Texas

The First Annual Conference . . .

**NATIONAL ASSOCIATION FOR THE
ADVANCEMENT OF BLACK AMERICANS
IN VOCATIONAL EDUCATION**

THE SHERATON DALLAS HOTEL
DALLAS, TEXAS

MARCH 2-4, 1978

THEME: Addressing the Critical Issues in Vocational
Education for Black Americans

Thursday, March 2, 1978

6:00 P.M.- 9:00 P.M.

REGISTRATION: (Second Floor Foyer)

7:30 P.M.- 9:30 P.M.

RECEPTION: (Sam Houston Room)

Friday, March 3, 1978

8:00 A.M.-10:00 A.M.

REGISTRATION: (Second Floor Foyer)

8:30 A.M.- 9:15 A.M.

FIRST GENERAL SESSION—North Ballroom

Presiding: DR. N. ALAN SHEPPARD

President—NAABAVE
Deputy Assistant
Federal Council on Aging
Department of HEW
Washington, D.C.

Welcome: THE HONORABLE JOHN HILL

Attorney General
State of Texas

THE HONORABLE R. S. FOLSOM

Mayor
City of Dallas

DR. NOLAN ESTES

General Superintendent
Dallas Independent School District

9:15 A.M.- 9:45 A.M.

KEYNOTE SPEAKER: (North Ballroom)

Speaker: THE HONORABLE SHIRLEY CHISHOLM
U. S. House of Representatives
Twelfth Congressional District of New York
Brooklyn, New York

Topic: "Critical Issues in Vocational Education for
Black Americans"

9:45 A.M.-10:00 A.M.

BREAK

10:00 M.- 12:00 P.M.

SMALL GROUP SESSIONS

GROUP I—Chairperson:
MR. LARRY LEATHERWOOD

The Critical Issues of Conceptualizing Legislat-
ing, and Implementing New Vocational Educa-
tion Programs Responsive to the Needs of Black
Americans (Alamo Room)

Leader: ATTORNEY MURIEL MORRISEY
Legislative Assistant
Congresswoman Shirley Chisholm's Office
Washington, D.C.

THE HONORABLE WILHEMINA DELCO
State Representative
Austin, Texas

Recorder: MS. TINA JONES

Lawyer's Committee for Civil Rights
Washington, D.C.

GROUP II—Chairperson: MR. ELTON THOMAS
Recruitment and Retention of Black Students in
Vocational Education at the Secondary and Post
Secondary Levels— (Vaquero Room)

Leaders: MS. JANICE PARKER

Director
Taylor Business Institute
Chicago, Illinois

DR. EMMETT CONRAD

Medical Doctor
Dallas, Texas

Recorder: MR. SAM SCHLEY

President
Vantage Consultant Group
Hartford, Connecticut

GROUP III—Chairperson: DR. KAY KIENAST
Critical Issues in Research-Based Data as it Relates to Program Funding and Influencing Persons Who Allocate Funds at the Federal, State and Local Levels—(State Room)

Leaders: MR. REGINALD PETTY

Executive Director
National Advisory Council on
Vocational Education
Washington, D. C.

MS. YVONNE EWELL

Assistant Superintendent
East Oak Cliff District
Dallas, Texas

MRS. DOROTHY R. ROBINSON,
Chairman

The Advisory Council for Technical-Vocational
Education in Texas

Recorder: MS. ARLENE WINFIELD

The Women's Bureau
U. S. Department of Labor
Washington, D. C.

GROUP IV—Chairperson:

MR. THEODORE TALBOT

Critical Issues in Providing a Career Information
Exchange Within NAABAVE: Why, What, How?
(Trinity Room)

Leaders: MR. WILTON R. GREEN

Vocational Director
Mansfield Board of Education
Mansfield, Ohio

MS. DELORES JOHNS

Secretary of NAABAVE
Doctoral Candidate
Virginia Polytechnic and State University
Blacksburg, Virginia

Recorder: MR. FRED SINGLETON

Georgia Vocational Agriculture
Teachers Association
Lincolnton, Georgia

GROUP V—Chairperson: MRS. MARGIE RILEY
Critical Strategies for the Full Participation of
Black Americans at all Levels of Vocational Edu-
cation: Students, Teachers, Administrators, Sup-
port Personnel and Community—(Pioneer Room)

Leaders: DR. ETHEL WASHINGTON

Membership Chairperson—NAABAVE
Department of Vocational Education
Detroit, Michigan

MR. FRANK MOSS, Program Director

Manpower Planning, NCTCOG
Arlington, Texas

Recorder: DR. SONNY L. BOLLS

Department of Industrial Technology
Jackson State University
Jackson, Mississippi

GROUP VI—Chairperson: MR. BILLY HOWARD
The Image of Vocational Education: Should it be
Changed? Can it be Changed?—(Pecos Room)

Leaders: DR. WILLIAM C. YOUNG

Assistant to the Deputy Commissioner
U. S. Office of Education
Washington, D. C.

THE HONORABLE EDDIE B. JOHNSON

Regional Director for Area VI
Dallas, Texas

Recorder: MS. PHYLLIS WILLIAMS

Assistant to the Director
Chicago Comprehensive Employment
and Training
Chicago, Illinois

12:00 M.- 1:45 P.M.

LUNCHEON: (South Ballroom)

Presiding: MRS. ANGIE GRACE

Vice-President of NAABAVE
and Conference Coordinator
Program Officer
Texas Advisory Council for Technical-Vocational
Education
Austin, Texas

Speaker: DR. ERNEST L. BOYER

U. S. Commissioner of Education
Washington, D. C.

1:45 P.M.- 2:15 P.M.

BREAK

2:15 P.M.- 4:30 P.M.

CONTINUATION OF SMALL GROUPS

- Group I—Alamo Room
- Group II—Vaguero Room
- Group III—State Room
- Group IV—Trinity Room
- Group V—Pioneer Room
- Group VI—Pecos Room

***GROUP SESSIONS, LEADERS, RECORDERS, PARTICIPANTS, ROOMS AND SUBJECTS ARE IDENTICAL TO MORNING SESSION.**

7:30 P.M.

BANQUET: (Austin, Travis and Houston Rooms)

Toastmaster: MR. CHARLES NICHOLS

Director of Vocational Education
Minneapolis, Minnesota

Speaker: DR. BENJAMIN WHITTEN

President
Large City Directors of Vocational Education
and Executive Director of Vocational Education
Baltimore City School System
Baltimore, Maryland

Saturday, March 4, 1978

8:30 A.M.-10:30 A.M.

GENERAL SESSION (North Ballroom)

Presiding: DR. WILLIAM C. YOUNG

Assistant to the Deputy Commissioner
Bureau of Occupational and Adult Education
U. S. Office of Education
Washington, D. C.

FACE THE PEOPLE

Moderator: DR. CHARLES SMITH

Rockefeller Foundation
New York, New York

Panel: DR. CHARLES H. BUZZELL

Acting U. S. Deputy Commissioner for
Occupational and Adult Education
Washington, D. C.

MR. ALVIN D. MOORE

Special Assistant to the Administrator
Comprehensive Employment and
Development Office
Employment and Training Administration
U. S. Department of Labor
Washington, D. C.

MR. ROBERT TAGGART

Administrator
Office of Youth Programs
Employment and Training Administration
U. S. Department of Labor
Washington, D. C.

DR. ADDISON HOBBS

State Director of Vocational Education
Michigan Department of Education
Lansing, Michigan

MR. GORDON SWANSON

President
American Vocational Association
Professor of Vocational Education
Director of Graduate Studies
University of Minnesota
Minneapolis, Minnesota

Questioners: MS. ALTHEA SIMMONS

Associate Director for National Association
for the Advancement of Colored People
New York, New York

DR. CORDELL RICHARDSON

Director of Education
Operation PUSH
Chicago, Illinois

THE HONORABLE PAUL PARKS

Secretary of Education
Commonwealth of Massachusetts
Boston, Massachusetts

MS. CAROL GIBSON

Director of Education
National Urban League
New York, New York

DR. LAURA BETH H. HICKS

Director, Secondary Occupational Planning
Senior Staff Associate
Occupational Counseling and Guidance
USOE, Washington, D. C.

10:30 A.M.-10:45 A.M.

BREAK

10:45 A.M.-12:15 P.M.

BUSINESS SESSION

Formal Organizing, Confirming Officers and
Executive Committee Members

Presiding: DR. N. ALAN SHEPPARD

President

12:15 P.M.- 2:00 P.M.

LUNC:1EON (South Ballroom)

Honoring the Presidents of the Traditionally
Land Grant Colleges

Presiding: DR. LEWIS C. DOWDY

Chancellor
North Carolina A&T and State University
Greensboro, North Carolina

Speaker: THE HONORABLE ERNEST GREEN

U. S. Assistant Secretary of Labor
Washington, D. C.

Presentations: DR. N. ALAN SHEPPARD

2:00 P.M.- 3:30 P.M.

WRAP-UP SESSION (North Ballroom)

Presiding: DR. N. ALAN SHEPPARD

Reports

Resolutions

3:30 P.M.—CONFERENCE ADJOURNS

EXECUTIVE SESSION (China Room)

3:30 P.M.- 5:00 P.M.

All Board Members and Officers of NAABAVE
Executive Committee Members of NAABAVE

LIST OF CONTRIBUTORS

BLACK DALLAS CHAMBER OF COMMERCE--Reception

DR. EMMETT CONRAD--Reception

DR. SAM COLLINS--Programs

DR. GEORGE FAIR--Folders

MR. ALTON ICE--Office, Staff

DR. BILLY POPE--Flyers

Many thanks to those who helped to publicize the
meeting by mailing flyers.

EXHIBITS

A list of exhibitors may be found in your Conference
folder.

APPENDIX C

Conference Participants

NAABAVE CONFERENCE
Dallas, Texas March 2-4, 1978

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